



SCHOOL OF EDUCATION AND
COUNSELING PSYCHOLOGY

**Department of Education
MATTC**

**EDUC 249b (3 units)
Bilingual Methods
Fall 2017**

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Course Meeting: M 7-10pm
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Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

This course focuses on the methodology of instructing students in Spanish and English in K-12 settings. The course addresses issues related to content scaffolding, biliteracy development and assessment of emergent bilinguals. Focused attention is given to first and second language development, including the interrelationship among reading, writing speaking and talking and the linguistic structure of both the English and Spanish language. Students also develop an understanding of the historical policies, program type and understanding of the diverse types of bilingual programs in the US. This course is offered as an elective (3 units).

Course Objectives

This course will develop students' knowledge of or skills with...		<i>Standard/Goals Addressed</i>			
		<i>BPS#</i>	<i>DG #</i>	<i>PLG #</i>	<i>TPE #</i>
1	Interpret and apply theories of bilingualism and bilingual education policies from which pedagogical strategies, methods and techniques derive to deliver content, language & literacy instruction to emergent bilinguals	3		1	3.1
2	Apply California's language and content Standards and framework to plan instruction for emergent bilinguals	4		1	3.5
3	Deduce characteristics of effective bilingual programs for emergent bilinguals including appropriate materials, organization, and planning.	4	2	4	3.5, 4.3, 6.1
4	Analyze academic language, as defined by different subject areas and devise instructional plan to teach this register leveraging students' primary language	4	1		3.5
5	Describe and critique the various instruments used to assess the language and content understanding of emergent bilinguals and interpret and use results gathered to plan and differentiate instruction	3, 4	1	1, 2, 3	4.1
6	Describe the intercultural communication variability that can impact the achievement of emergent bilinguals	4, 5	2, 3		3.2
7	Ability to assess the suitability of instructional materials and supplement as needed to meet the individual needs of emergent bilinguals	4	1	1, 3, 5	3.5, 5.1
		*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard; TPA=Teaching Performance Assessment			

Required Texts

There are no required texts. Course readings will be made available on Camino.

Course Assignments

Grades are based on a 100-point total. Distribution of points across assignments is as follows:

	Course/Requirements/Assignments	Points	BPS Assessed	TPE Assessed
1	Attendance & Participation	20	-	-
2	Literature Circle	12	3.5	3.1
3	Biliteracy Assessment	33	5.1	5.1. 4.1
4	Lesson Plan	35	4.1	3.5, 4.3, 6.1. 3.2

1. Class Attendance & Participation.

Regular attendance at all class meetings is a requirement in this program. Ten points will be deducted from your final grade for the course for each class session you missed. Each of you will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session with half the grade penalty (loss of 5 points instead of 10). To use your ER you must notify me by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Note: You will be reading a Spanish novel in addition to the regular course readings. Reading the novel and being prepared to participate in the Charlas Literarias will count towards your Participation points.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Punctuality. Coming to class (and returning from breaks) on time is another course requirement. Your first lateness will be excused; your second lateness will cause 1 point to be deducted from your final course grade; your third lateness will cause an additional 4 points to be deducted. More than three late arrivals indicate a serious problem; this situation will be dealt with at the instructor's discretion.

Attendance and punctuality are the only policies with the immediate potential to impact your course grades. However, data documenting your adherence to the remaining policies listed here are gathered by your instructor through ongoing observation and documentation. These data are a primary factor in the assessment of your mastery of TPE 6- “Developing as a Professional Educator”.

If an instructor has reason to feel you are not meeting all the expectations spelled out below, s/he will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer his/her support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share his/her assessment with you.

As we will read about and study in this course, everyone’s learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole class discussions, group work and pair group is essential for the success of this course.

While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class’s learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Note: Points lost due to poor attendance and/or lack of punctuality are deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic lateness.

2. *Literature Circles (LC)*.

A common book discussion routine used in reading programs is the *Literature Circle*-an instructional approach where students come together in small temporary groups formed by book choice that meet on a regular and predictable schedule to (re)read and discuss readings. Students use notes to guide both their reading and discussion and this discussion is generated by students. The teacher’s role in literature circles is that of facilitator.

Each student will be responsible for leading one Literature Circle on the readings throughout the course. Literature Circle leaders should come to class prepared with handouts for each member of your group (4/5 students) that outline the assigned readings with the asterisked headings listed below under the “*Handout Components*” heading. The “*Literature Circle Discussion Format*” outlines how the literature circle would unfold.

<i>Handout Components</i>	<i>Literature Circle Discussion Format</i>
* <u>Definition of terms.</u> List all the words of which you are unsure and define them in your own words (include examples where appropriate)	<u>Allocation of Time.</u> Budget (30-45 minutes) of time, taking into consideration the number of themes from the reading that must be discussed.
* <u>Author's Message.</u> To zero in on the topic for discussion, write down your version of the author's main message. Include 1 quote that was memorable for you.	<u>Discussion of Major Themes and Subtopics.</u> During discussion of the text recall that you are discussing what the author had to say (e.g., what influences can be attributed to his thoughts? what does the author say are limitations or strengths to the information provided?)
* <u>Integration of Material with other Knowledge.</u> It is a well-documented fact of learning theory that unassociated facts are difficult to recall. Make connections of the learning in the assignment to ideas/concepts acquired in previous meetings or other learning situations. How do these ideas parallel or contradict other theories or readings you have done? How does the story line align with your personal or professional experiences?	As a group create a graphic re-presentation (image, quote or other form that captures your groups understanding of the reading)
* <u>Application of the Material.</u> Make a conscious effort to assess the possible applications and implications of the material to learning settings. How might these notions help shape your pedagogy?	<u>Evaluation of group's performance.</u> Leave the last 10 minutes to discuss the effectiveness of the group to discuss (both agree & disagree) during the session. What might you have done differently? Report to the whole class.

3. ****Biliteracy Assessment. (Signature Assignment)***

This assignment requires you to assess the writing abilities of an emergent bilingual in both English and Spanish. This student will be your focal student. Administer a writing assessment in the student's strongest language and again in the child's other language. Create two prompts (one in Spanish and the other in English) that students can write to and gather the writing samples to evaluate areas of strength and need. Use a modified Literacy Squared Writing Rubric, we will modify the rubric and practice using it in class.

Single Subject candidates, align the writing prompts to your subject area.

You will need to turn in a 5-page paper that details what you did (include prompts) and your analysis on how the student is doing in each language and in each language domain. Make sure you clearly identify the students' needs and strengths. In addition, describe instructional recommendations for the student based on the needs and strengths you observed. You will develop a lesson plan to support this students' needs (see assignment below). This assignment is to be completed in Spanish.

4. *Lesson Plan.*

This assignment is a continuation of the Biliteracy Assessment above. You will develop a lesson plan crafted to meet the needs of your focal student as observed in the Biliteracy Assessment. You will use an adaptation of the Literacy Squared Lesson Plan Template for your unit plan.

Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must email or call me to inform me of your absence. You will still be responsible for all missed content and in-class work.
3. Letter grades are assigned on the standard scale based upon a possible total of 100 points.

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83	D	63-66

4. Assignments done in pairs, both partners will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected on their due dates in the room where our class meets. I cannot be responsible for papers submitted at other times or in other formats. Unless we have made special arrangements beforehand, late assignments will be docked 3 points for each day past the due date that they are submitted.

Canvas/Camino Course Management System

To access course materials and participate in On-line activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this on-line course management system. Your SCU username and password gets you access to Canvas.

Disability Accommodations Procedure

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University. Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action